

Fifth Grade English Language Arts Standards and “I Can Statements”

Standard #: CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard #: CC.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- I can identify and explain the function of conjunctions.
- I can identify and explain the function of prepositions.
- I can identify and explain the function of interjections.

Standard #: CC.5.L.1.b Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.

- I can determine when/how to form correct verb tense.
- I can use correct verb tenses when writing and speaking.

Standard #: CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

- I can use verb tense to show:
 - various times
 - sequences
 - states
 - conditions

Standard #: CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense.

- I can correct inappropriate changes in verb tense.

Standard #: CC.5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

- I can identify correlative conjunctions (either / or, neither / nor).
- I can use correlative conjunctions in my writing and speaking.

Standard #: CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard #: CC.5.L.2.a Use punctuation to separate items in a series.

- I can use commas to separate items in a series.

Standard #: CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

- I can use a comma to separate an introductory word/ phrase from the rest of the sentence.

Standard #: CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

- I can use a comma to set off the words yes and no (e.g. yes, thank you) to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (Is that you, Steve?)

Standard #: CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

- I can underline books or italicize the title of a book, play, film, long musical works, broadcast series, and quotation marks indicate in a title of other titles such as an article, poem, or story.
- I can use underlining, quotation marks, or italics to indicate titles of works.

Standard #: CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

- I can recall and apply spelling rules.
- I can identify and correct misspelled words.
- I can use a dictionary or thesaurus as needed.

Standard #: CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- I can use knowledge of language conventions when speaking.

Standard #: CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- I can determine when to expand, combine, and reduce sentences for:
 - meaning
 - reader/listener interest
 - style
- I can expand, combine, and reduce sentences for:
 - meaning
 - reader/listener interest
 - style

Standard #: CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- I can recognize varieties of English (dialects, registers) used in:
 - stories
 - dramas
 - poems
- I can compare and contrast the varieties of English (dialects, registers) used in:
 - stories
 - dramas
 - poems

Standard #: CC.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Standard #: CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- I can identify common context clues in text (e.g. cause/effect relationships, comparisons).
- I can determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g. cause/effect relationships, comparisons) in text.

CC.5.L.4.b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- I can identify and define grade-appropriate Greek and Latin affixes and roots.
- I can define affixes.
- I can determine the meaning of unknown and multiple meaning words by using common Greek and Latin affixes and roots as clues.

Standard #: CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- I can use common print and digital reference materials (e.g. dictionary, glossary, thesaurus).
- I can use print and digital reference materials to:
 - find pronunciation.
 - determine the meaning of key words and phrases.
- I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

Standard #: CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standard #: CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.

- In text, I can identify:
 - similes
 - metaphors.
- I can interpret figurative language using similes and metaphors.

Standard #: CC.5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

- I can recognize:
 - idioms
 - adages
 - proverbs
- I can explain meanings of:
 - idioms
 - adages
 - proverbs

Standard #: CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

- I can define homograph (wound, wound).
- I can define homophone (to, two, too).
- I can identify:
 - synonyms
 - antonyms
 - homographs.
- I can use:
 - synonyms
 - antonyms
 - homographsto understand figurative language

Standard #: CC.5.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- I can recognize transition words.

- I can utilize transition words to show contrast, addition, and other logical relationships.
- I can use accurately grade appropriate general academic and domain specific words and phrases, including those that:
 - signal contrast
 - addition
 - logical relationships.

Standard #: CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Standard #: CC.5.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- I can identify:
 - grade level phonics
 - word analysis skills
 in decoding words.
- I can identify syllabication patterns.
- I can identify root words.
- I can explain meanings of prefixes and suffixes.
- I can accurately read words with Latin roots.
- I can apply phonics rules and word analysis skills to decode words.
- I can read accurately unfamiliar multisyllabic words in context and out of context.

Standard #: CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

To support comprehension:

- I can identify the purpose and understanding of text.

To support comprehension:

- I can determine the purpose for reading on-level text.

To support comprehension:

- I can read on-level text fluently and accurately.

Standard #: CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

To support comprehension:

- I can read orally with accuracy, appropriate rate, and expression on successive readings.

To support comprehension:

- I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression when reading.

To support comprehension:

- I can read with:
 - accuracy,
 - appropriate rate, and
 - expression.

Standard #: CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To support comprehension:

- I can reread, when necessary, as a strategy when confirming or self-correcting words in text.
- I can explain how context can help to confirm or self-correct word recognition.

To support comprehension:

- I can confirm or self-correct word recognition and understanding by using context.

To support comprehension:

- I can reread with fluency as necessary.

Standard #: CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- I can define inferences when reading.
- I can explain meaning/purpose of a text.
- I can quote text accurately to explain meaning.
- I can quote text accurately to draw inferences.

Standard #: CC.5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- I can identify two or more main ideas of a text.
- I can connect key details to two or more main ideas.
- I can summarize key details and main ideas.

Standard #: CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- I can define relationships and interactions based on specific information in the text.
- I can explain relationships/interactions between:
 - individuals
 - events
 - ideas
 - conceptsin all types of text.

Standard #: CC.5.R.I.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

- I can identify key vocabulary words and phrases in a text.
- I can analyze the meaning of words and phrases in a text.

Standard #: CC.5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- In a text, I can:
 - arrange events in chronological order.
 - compare ideas/events.
 - determine cause/effect.
 - identify problem/solution.
 - describe the overall structure of events/ideas.
 - describe the overall structure of concepts.
 - describe the overall structure of information.
- I can compare and contrast the overall structure of:
 - events
 - ideas
 - concepts, or
 - informationin a text or part of a text from two or more texts.

Standard #: CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- I can read multiple types of texts on the same topic.
- I can identify point of view.
- I can analyze multiple texts on the same topic by describing similarities and differences.

Standard #: CC.5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- I can obtain information from sources.
- I can recognize digital sources.
- I can identify problem solving steps.
- I can collect information/data.
- I can locate an answer or solve a problem efficiently from various:
 - print sources
 - digital sources.

Standard #: CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- I can identify
 - an author's particular points in a text.
 - the evidence and reasons to support each point
- I can explain how an author uses evidence and reasons to support particular points in a text.

Standard #: CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- I can identify the information from several texts on the same topic.
- I can integrate information from several texts on the same topic.

Standard #: CC.5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

By the end of the year,

- I can read and comprehend informational texts (including history/social studies, science, and technical texts) independently and proficiently on grade level.

By the end of the year,

- I can comprehend informational texts (including history/social studies, science, and technical texts) independently and proficiently on grade level.

Standard #: CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- I can determine the theme of a:
 - story
 - poem
 - dramausing details in the text.
- I can summarize text.
- I can explain how characters in a story or drama respond to challenges.
- I can explain how the speaker in a poem reflects upon the topic.
- I can summarize the key ideas and details of a:
 - story
 - poem
 - dramaincluding how characters respond to challenges or how the speaker in a poem reflects upon a topic.

Standard #: CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- I can define terms: compare and contrast.
- I can identify specific details that describe:
 - characters
 - settings
 - eventsin a story or drama.
- I can identify similarities and differences of two or more:
 - characters
 - settings
 - eventsin a story or drama.
- I can compare two or more:
 - characters
 - settings
 - eventsin a text using specific details from a text.
- I can contrast two or more:
 - characters
 - settings
 - eventsin a text using specific details from a text.

Standard #: CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- I can identify figurative language in a text:
 - simile
 - metaphor
 - sensory details
 - onomatopoeia
 - alliteration
 - personification
- I can determine the meaning of words and phrases in texts.
- I can determine figurative meaning of words and phrases, including metaphors and similes, as used in a text.

Standard #: CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- I can explain how a series of chapters fits together to provide the overall structure of a story.
- I can explain how a series of scenes fits together to provide the overall structure of a drama.
- I can explain how a series of stanzas fits together to provide the overall structure of a poem.

Standard #: CC.5.R.L.6 Describe how a narrator's or speaker's point of view influences how events are described.

- I can define influences.
- I can identify and describe the narrator's or speaker's point of view.
- I can identify relevant events.
- I can describe how the speaker's or narrator's point of view influences the description of the event.

Standard #: CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

- I can identify multimedia and visual elements within a text.
- I can recognize:
 - meaning
 - tone
 - beautyof a text.
- I can analyze how visual elements contribute to text:
 - meaning
 - tone
 - beauty
- I can analyze how multimedia elements contribute to text:
 - meaning
 - tone
 - beauty

Standard #: CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- I can identify the characteristics of a theme or topic.
- I can identify the characteristics of a genre.
- I can compare and contrast how two or more stories of the same genre approach a similar theme or topic.

Standard #: CC.5.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

By the end of the year,

- I can read and comprehend literature (including stories, dramas, and poetry) independently and proficiently on grade level.

By the end of the year,

- I can read and comprehend literature (including stories, dramas, and poetry) independently and proficiently on grade level.

Standard #: CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Standard #: CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- I can identify key ideas from reading material.
- I can relate information read to discussion topics.
- I can listen actively to discussions and presentations.
- I can express ideas clearly.

Standard #: CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

- I can describe discussion rules and roles.
- I can follow agreed-upon rules for discussion and carry out assigned roles.
- I can follow agreed-upon rules during discussion.
- I can carry out assigned roles during discussion.

Standard #: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- I can identify ways to listen effectively.
- I can ask questions and provide feedback.
- I can ask questions and respond based on comments made by others during discussion.
- I can justify responses by providing evidence to support reasoning.
- I can engage in a variety of discussions by sharing knowledge of topics and text.
- I can ask and respond to specific questions to clarify understanding of discussion or presentation.
- I can connect comments to the remarks of others.

Standard #: CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- I can identify key ideas presented during discussion
- I can use personal ideas, opinions, and reasoning to explain a topic.
- I can think critically about ideas posed to draw conclusions.

Standard #: CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- I can summarize a written text read aloud.
- I can summarize information presented in diverse media, including:
 - visually
 - orally
 - quantitatively

Standard #: CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- I can define summarize.
- I can identify a speaker's:
 - points
 - claims
 - reasons and evidence.
- I can summarize the points a speaker makes.
- I can explain how each of a speaker's claims is supported by reasons and evidence.

Standard #: CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- I can identify:
 - topic
 - text
- I can identify:
 - opinion
 - facts
- I can identify:
 - relevant, descriptive details
- I can identify:
 - clearly pronounced words and enunciated words
 - understandable pace
- I can sequence ideas logically
- I can determine:
 - appropriate facts
 - relevant descriptive details to support main ideas or themes
- I can speak clearly at an understandable pace while:
 - reporting on a topic or text
 - presenting an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes

Standard #: CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- I can define multimedia components
- I can determine when it's appropriate to add:
 - graphics
 - sound
 - visual displaysin presentations to enhance development of main ideas or themes
- I can add graphics to enhance the main idea or theme when appropriate during presentations
- I can add sound to enhance the main idea or theme when appropriate during presentations
- I can add visual displays to enhance the main idea or theme when appropriate during presentations

Standard #: CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

- I can identify audience, task, and situation.
- I can identify characteristics of formal and informal speaking
- I can distinguish between formal and informal speech
- I can analyze situations to determine appropriate speech use (formal English or informal discourse)
- I can speak appropriately for a variety of contexts and tasks, adapting speech as needed
- I can speak using formal English when appropriate to task and situation

Standard #: CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Standard #: CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- I can recognize organizational structures that provide logical grouping of ideas.
- I can write an introduction paragraph.
- I can formulate an opinion about a topic or text.
- I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:
 - a clear introduction of topic or text.
 - statement of opinion
 - logical organizational structure.
 - reasons that are supported by facts and details.
 - links between opinion and reasons, using words and phrases.
 - a concluding statement or section related to the opinion presented.

Standard #: CC.5.W.1.b Provide logically ordered reasons that are support by facts and details.

- I can identify a fact.
- I can identify a supporting detail.
- I can use supporting details to support my writing.
- I can determine reasons supported by facts and details.
- I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:
 - a clear introduction of topic or text.
 - statement of opinion
 - logical organizational structure.
 - reasons that are supported by facts and details.
 - links between opinion and reasons, using words and phrases.
 - a concluding statement or section related to the opinion presented.

Standard #: CC.5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).

- I can explain and identify:
 - words
 - phrases
 - clausesused to link opinion and reasons (e.g. consequently, specifically).
- I can establish links between opinions and reasons using transition words and phrases.
- I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:
 - a clear introduction of topic or text.
 - statement of opinion
 - logical organizational structure.
 - reasons that are supported by facts and details.
 - links between opinion and reasons, using words and phrases.
 - a concluding statement or section related to the opinion presented.

Standard #: CC.5.W.1.d Provide a concluding statement or section related to the opinion presented.

- I can explain the writer's purpose.
- I can write a conclusion paragraph
- I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:
 - a clear introduction of topic or text.
 - statement of opinion
 - logical organizational structure.
 - reasons that are supported by facts and details.
 - links between opinion and reasons, using words and phrases.
 - a concluding statement or section related to the opinion presented.

Standard #: CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standard #: CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- I can identify a topic and related information grouped logically.
- I can identify a topic and related information grouped logically.
- I can write an informative/explanatory text that includes:
 - a topic written clearly
 - a general observation and focus
 - related information grouped logicallyincluding:
 - formatting
 - illustrations
 - multimedia
 - when useful to aiding comprehension.
- I can use linked ideas within and across categories or information using words, phrases, and clauses.

Standard #: CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- I can support a topic with:
 - facts
 - definitions
 - concrete details
 - quotations
 - other information
 - examplesrelated to the topic.

- I can determine related:
 - facts
 - definitions
 - concrete details
 - quotations
 - other information
 - examplesthat develop the topic

- I can write an informative/explanatory text that includes:
 - a topic written clearly
 - a general observation and focus
 - related information grouped logicallyincluding:
 - formatting
 - illustrations
 - multimedia
 - when useful to aiding comprehension.

- I can develop a topic with:
 - facts
 - definitions
 - concrete details
 - quotations
 - other information
 - examplesrelated to the topic.

Standard #: CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses.

- I can identify appropriate words and phrases that link ideas.
- I can write an informative/explanatory text that includes:
 - a topic written clearly
 - a general observation and focus
 - related information grouped logically
 - including:
 - formatting
 - illustrations
 - multimediawhen useful to aiding comprehension.
- I can use linked ideas within and across categories or information using words, phrases, and clauses.

Standard #: CC.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain a topic.

- I can identify content specific vocabulary in a text.
- I can write an informative/explanatory text that includes:
 - a topic written clearly
 - a general observation and focus
 - related information grouped logicallyincluding:
 - formatting
 - illustrations
 - multimediawhen useful to aiding comprehension.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

Standard #: CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

- I can identify concluding transition words and phrases
- I can write a conclusion paragraph.
- I can write an informative/explanatory text that includes:
 - a topic written clearly
 - a general observation and focus
 - related information grouped logicallyincluding:
 - formatting
 - illustrations
 - multimediawhen useful to aiding comprehension.

Standard #: CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Standard #: CC.5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- I can define narrative.
- I can describe the basic parts of plot.
- I can set the scene for the reader by introducing the narrator, characters, and events.
- I can sequence the events in my story.

Standard #: CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

- I can identify writing strategies, such as dialogue, description, and pacing.
- I can use writing strategies to develop events and/or experiences and show how characters respond.

Standard #: CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- I can identify transition words.
- I can sequence events.
- I can use transition words to determine a change or sequence of events.

Standard #: CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

- I can identify concrete words and phrases.
- I can identify sensory details and use them in my writing.
- I can use concrete words and phrases, and sensory details to precisely write about experiences.

Standard #: CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

- I can identify the sequence of events in my writing,
- I can write a clear closing paragraph to summarize my writing.

Standard #: CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- I can identify the writing style that best fits my task, purpose, and audience.
- I can identify the reason for writing a piece to decide on task, purpose, and audience.
- I can determine appropriate idea development and organizational strategies appropriate to task, purpose, and audience.
- I can use organizational/formatting structures to develop my writing ideas.
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

Standard #: CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)

With guidance and support from peers and adults,

- I can recognize how to:
 - plan
 - revise
 - edit
 - rewrite
 - try a new approach.
- I can determine how to edit for conventions of Writing.
- I can recognize that a well-developed piece of writing requires more than one draft.

With guidance and support from peers and adults,

- I can develop and strengthen writing by:
 - planning
 - revising
 - editing
 - rewriting
 - trying a new approach.
- I can use prewriting strategies to formulate ideas.
- I can apply revision strategies with help from others.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

Standard #: CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

With some guidance and support:

- I can use keyboarding skills.
- I can use technology software to produce and publish writing.
- I can use the Internet to communicate with others.

With some guidance and support:

- I can choose the appropriate technology tools for producing and publishing writing and for collaborating with others.

With some guidance and support:

- I can use technology, including the Internet, to produce and publish writing.
- I can use technology to interact and collaborate with others.
- I can use keyboarding skills to type two or more pages in a single sitting.

Standard #: CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- I can identify various research sources.
- I can ask questions to build knowledge on a topic.
- I can compare and contrast information from different research sources.
- I can carry out an investigation on different parts of a topic.
- I can participate in short research and writing projects.
- I can interpret information derived from various sources.
- I can discriminate between various research sources (i.e. atlas, map, encyclopedia, internet).

Standard #: CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- I can define:
 - summarize
 - paraphrase
- I can recall relevant information from experiences.
- I can gather relevant information from print and digital sources.
- I can construct a list of sources.
- I can summarize information in notes and finished work.
- I can paraphrase information in notes and finished work.

Standard #: CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard #: CC.5.W.9.a Apply grade 5 reading standards to literature (e.g. Compare and contrast two or more...)

- I can identify key ideas and details in literature.
- I can analyze and reflect using evidence from texts

Apply grade 5 reading standards to informational texts (e.g. Explain how an author uses...)

Standard #: CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s)”).

- I can cite textual evidence to support analysis of what the text says explicitly.
- I can analyze and reflect on key ideas and details used in literature.

Standard #: CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- I can identify purposes for writing.
- I can identify organizational structures related to different genres or purposes for writing.
- I can research a topic.
- I can reflect on my writing.
- I can revise my writing.
- I can write for a specific task, purpose, and audience, using the writing process
- I can write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

